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UNITED STATES DEPARTMENT OF AGRICULTURE  
Extension Service  
Washington 25, D. C.

4-H CLOTHING CLUB WORK

Excerpts from 1944 Annual Reports of State Clothing Specialists  
and State 4-H Club Leaders with comments by Alice Sundquist, Federal  
Clothing Specialist.

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### 4-H CLOTHING CLUB WORK

Clothing continues to be the most popular project in 4-H work. Half-a-million girls were enrolled last year.

Planning and carrying out project work that catches the interest and meets the needs and abilities of girls from 10 to 21 years of age is a challenge to every extension worker.

Annual reports of State clothing specialists and State 4-H club leaders were read and the following excerpts were made from them. Activities of common knowledge to most workers and typical in most states were excluded and only those are incorporated here which present newer ideas for thought and action.

#### PROGRAM PLANNING

Who sets the goals--State workers or those in the club? Note the simple and direct way in which the following objectives in clothing work were set up by club members, junior and adult leaders for 1944 in Minnesota.

- "a. To create a desire to sew and make one's own things.
- b. To help every girl recognize well-fitted garments.
- c. To work for good use of time.
- d. To build up an appreciation for clothing conservation.
- e. To have the sewing machine in good working order."

Program planning which carries through in adult and 4-H project work offers a broader development of the clothing project than when programs are not correlated.

Wisconsin reports, "When requirements for 4-H clothing were revised to fit wartime needs, a close correlation was made between adult and 4-H subject matter. This resulted in better help for 4-H members than in the past. As the specialist discussed a particular phase of clothing, she pointed out to the home agent that part which was particularly suitable for a 4-H girl's demonstration. Home agents frequently remarked, "We can see a difference in the girl's work when the 4-H leader or mother has had the work in the home demonstration group."

"In North Dakota, definite measures were taken at leader-training meetings to integrate the 4-H clothing program with the adult extension program. The selection and use of a good commercial pattern, fitting a dress, clothing care and repair, and certain fundamental construction skills were emphasized with the field agents in both training programs, using many of the same home-made garments as illustrative material in both groups.

Leadership in many 4-H clothing clubs was provided through cooperation of homemaker club leaders and members."

"The Alabama 4-H clothing program and achievements have been interwoven in the clothing major projects. The general trend throughout the year has been to adapt material from the adult clothing program for use with girls and boys clubs. For instance, from the "Darning and Mending" demonstration, one or two methods were selected for girls clubs, the selection depending on the age and ability of the girls involved.

This adaptation of adult work to 4-H level has many advantages, it has strengthened important clothing demonstrations by mother and daughter working on the same project, homes not represented in home demonstration clubs have been reached through the 4-H club. There were 25,750 families which received information on "Wartime Shoes" through 4-H boys and girls. Then too, the home agents' time has been saved by using part of the same illustrative material."

#### CLOTHING COST RECORDS

Knowing what clothing boys and girls buy during a year and how much they spend for it is valuable information for the club member and for the extension worker.

An analysis of how money is spent for clothing helps to:

- (1) plan a vital wardrobe planning project for the advanced 4-H clothing club member;
- (2) point out specific items where cost may be reduced if better buying practices were used;
- (3) provide interesting factual information for leaders and club members to use in a discussion on "Where Your Money Goes When You Buy Clothes;"
- (4) encourage the club member to analyze his own record to find "leaks;"
- (5) and provide information for the extension worker to use when working with the local welfare worker or others in setting up clothing wardrobe requirements for school children.

Virginia - "An analysis of clothing costs from records kept by club members was made from reports from 45 to 48 counties, as follows:

Outer Garments: 859 members, 48 counties, reported . . . \$19,979.57  
Ave. per year. 23.25

Undergarments: 892 members, 48 counties, 4,405.79  
Ave. per year. 4.94

Shoes and Hose: 987 members, 46 counties, 7,958.32  
Ave. per year. 8.06

Accessories: 764 members, 47 counties, 2,209.01  
Ave. per year. 2.87

Care and Repair: 709 members, 45 counties, 2,576.70  
Ave. per year. 3.63

Personal Care: 765 members, 46 counties, 3,514.39  
Ave. per year. 4.63

Texas - "The average clothing expenditure of 4,779 Club girls was \$45.80. In Refugio County 31 girls kept their records and found their average expenditure was \$26.55. In Wichita County 24 Club girls found their average expenditure was \$36."

#### MAKING MONEY

Texas girls also find ways to make pin money. "Joyce Bronker, a 14-year-old Club girl, besides making her own clothes and doing her own laundering, made \$15 sewing for others.

'Topsy and Eva Dolls' made a hit. Bessie Steenken made and sold 11 of them at \$5 each, to finance her 200 baby-chick project."

Making money for club activities is extensively carried on in communities, at local bazaars or at special 4-H events. A clothing club may sell articles that have been well made by the members. This not only makes good publicity for the club but also contributes to the community welfare. Making aprons such as the ones recently designed by the BHNHE would not only help spread the introduction of these new designs but it would give the girls an opportunity to develop some skill in making attractive and durable garments for sale.

Items such as these made by Texas girls would also be welcomed by shoppers.

"4-H girls make their own toys, at 50¢ each, which would have cost them \$2.98 in the stores.

"4-H Club girls made 460 animal toys.

"As a result of a mitten demonstration, 319 girls made mittens for school wear; they also made 354 purses and 324 other accessories. The girls were interested in making such accessories as mittens, Dutch hoods and bonnets, beanies, bags, scarfs, and lapel ornaments.

104 bags were made from felt and other scrap material."

#### TEACHING SUGGESTIONS

Maryland - "Dress schools of from one to three days in length bring the best results in the Clothing project. It is possible to have more help from adults for short time activity."

Pennsylvania - "The specialists helped the county workers through use of kits which contained garments made in 4-H Clothing projects. This was to establish standards for the worker, local leaders, and 4-H members. It also served to acquaint new leaders and workers with requirements for projects and to establish standards for workmanship; and was not intended as a style kit. However, all garments are attractive, but the aim is not to keep up with the style book.

"Four-H girls made matching hoods and mittens from scraps of wool, mill ends, and bits of left-over yarns. One girl lined her mittens with fur, several lined theirs with outing flannel; one bound the edges with contrasting satin bias material; another embroidered names on the back of the mittens; and the majority blanket-stitched or overcast the edges of both hood and mittens. It certainly was an array of originality."

Nebraska - "21 kits of illustrative clothing material were prepared for the use of home agents and State specialists.

"The clothing kits for 1944 consisted of representative articles for each of the three clothing projects together with constructive finishes, patterns and other helps for vitalizing the clothing projects.

"These kits were distributed early in March and were used throughout the spring and summer and returned for reorganization early in the fall. To give special interest to the kits a 'refresher' kit which contained highlights of clothing together with 'tricks' made the kits of especial interest. The 'refresher' material included swatches of materials available for slips, aprons, summer and winter dresses, quick methods of putting in a zipper, shoulder pads for the young girl, tricks with belts, tricks in fitting, tricks in making bound buttonholes, machine gathering and Shirring, using a metal measuring gauge and new clothing reference books and circulars.

"The kits were to be used by home agents as the basis for subject matter training meetings, for exhibits in the county office and in store windows, and as reference material for leaders and 4-H girls."

Michigan - "A clothing help of long-time value was initiated this fall. Each county was provided with a notebook of clothing illustrative material to be circulated among its clothing leaders. The book is sturdily constructed with 18 bristol board pages and plywood covers. It is loose-leaf, so that new pages may be added from time to time. Leaders signed a schedule for its use at the time of their leader training meeting.

"The notebook contains actual samples of the following:

Samples of materials suitable for towels, aprons, blouses, dresses, etc.  
A page on flour sacks  
Grain of material  
How to pin  
Good and poor basting and stitching  
Types of seams for various purposes and materials  
How to make and use bias  
Cardboard gauge  
Types of hems  
Bound and worked button holes  
Selection of trimming  
Covering buttons  
Making cloth loops  
Belt guides

"It was felt that such a notebook would be of value to the local leaders in making their meetings more interesting and instructive. Only four Upper Peninsula counties have women extension workers so the notebooks should be particularly valuable where clothing leaders do not have such assistance. Early reports on the use of the notebook indicate that some club members are copying the suggestions to make a notebook for their own club."

Utah - "Clothing kits consisting of all the articles suggested in each phase of work is the best teaching device of the project work we have used. To see and to do is more effective than to hear or read. The 4-H specialist has one kit and the clothing specialist one and they are in constant use all during the club season. Home Demonstration Agents are working toward complete kits. This year the Clothing Specialist has assisted three counties with this demonstration material, selecting patterns and materials and supervising the construction of the articles. In one county 4-H club leaders volunteered to do the construction. They wanted the training they would get from such an experience. Under supervision they did very well and then there was personal interest in the kit."

Ohio - "Assistance in 4-H clothing club work was given through district meetings of home demonstration agents. Most of the time at these meetings was given to subject matter training of agents, help with planning and assembling illustrative material for 4-H clothing clubs and improved planning and methods of teaching subject matter to leaders and members."

#### FAIRS

Now that fairs may have a greater part in 4-H club activities again, it is important that we should set aside some time to planning ways in which they can be made most educational to the participants and contribute to extension workers background information of farm family needs.

The following are two examples of check sheets used at fairs (North Dakota and Massachusetts). They may be checked and filled in by a clerk or helper when the judging is done. The original may be pinned on to the article for the exhibitors information and the duplicate kept by the agent for analysis of the problems needing consideration in the following year's work. When the information is analyzed and the results mimeographed they are valuable for discussion and study at 4-H club leader training meetings.

SCORE SHEET USED AT MINOT FAIR - NORTH DAKOTA  
July 1944

Name \_\_\_\_\_

Lot No. \_\_\_\_\_

FINISHING TOUCHES:

Pressing:

General: \_\_\_\_\_

Seams: \_\_\_\_\_

Hem: \_\_\_\_\_

Seams: \_\_\_\_\_

\_\_\_\_\_

Hems: \_\_\_\_\_

\_\_\_\_\_

Neck & Sleeve Finishes: \_\_\_\_\_

\_\_\_\_\_

Special Finishes: \_\_\_\_\_

\_\_\_\_\_

Choice or use of buttons  
or other decorations:

Simple \_\_\_\_\_ Gaudy \_\_\_\_\_  
Handsome \_\_\_\_\_ Oversized \_\_\_\_\_

Sleeves:

Hung in a perfect straight grain  
from the shoulder seam \_\_\_\_\_

Poorly hung \_\_\_\_\_

Fullness well eased \_\_\_\_\_

Fullness poorly distributed \_\_\_\_\_

After all the dresses were judged, the judge wrote her criticisms on these score sheets, which in turn were pinned to the garments. This gave the club members and leaders an opportunity to understand the evaluation and placings made by the judge.

All clothing exhibits were judged and placed in Blue, Red, and White-ribbon classes in accordance with the Danish Plan of Award, a system which is generally used at all county and State 4-H events where exhibits are judged.

MAKE YOUR BEST BETTER

4-H Clothing Construction Judging (Massachusetts)

Name or Number \_\_\_\_\_ Town or Club \_\_\_\_\_

Local or County Exhibit \_\_\_\_\_ Year \_\_\_\_\_ Article Exhibited \_\_\_\_\_

To help you improve in clothing construction, checks have been made beside certain points listed below.

Good construction by itself does not make an attractive garment, but it gives a more professional appearance and sometimes affects design and fit. In judging clothing exhibits these points are also considered--suitability to purpose, attractiveness, economic factors, condition of exhibit. When you model a garment, posture and poise, grooming, fit becomingness, design, color, effect of undergarments and accessories are judged.

Judging is done to help you Make Your Best Better. Try to beat your own record.

Points for Improvement

Belts. Belt carriers needed \_\_\_\_\_ Seam edges turned more carefully \_\_\_\_\_ Corners clipped and turned accurately \_\_\_\_\_

Belt Carriers. Attached securely \_\_\_\_\_ Different type \_\_\_\_\_

Bindings. Narrower \_\_\_\_\_ More even \_\_\_\_\_ True bias \_\_\_\_\_ Better joining \_\_\_\_\_

Buttons. Sewed securely \_\_\_\_\_ Need shanks \_\_\_\_\_ No stitches showing on front facing \_\_\_\_\_  
More needed \_\_\_\_\_

Buttonholes. (Piped and Bound) Edge finishes should be alike \_\_\_\_\_ Narrower \_\_\_\_\_  
Corners more square \_\_\_\_\_ Better finish underneath \_\_\_\_\_  
(Worked) Bars at both ends \_\_\_\_\_ Fan at one end, bar at other \_\_\_\_\_  
Stitches more even \_\_\_\_\_ Purl even on edge \_\_\_\_\_ Stitches shorter \_\_\_\_\_

Collars. Seam edge turned carefully \_\_\_\_\_ Incorrect method of attaching \_\_\_\_\_ Corners clipped and turned accurately \_\_\_\_\_

Cuffs. Seam edge turned more carefully \_\_\_\_\_ Different method of attaching \_\_\_\_\_ Corners clipped and turned accurately \_\_\_\_\_

Darts. Tapered more gradually \_\_\_\_\_ Turned toward center front \_\_\_\_\_ center back \_\_\_\_\_  
up \_\_\_\_\_ down \_\_\_\_\_

Fasteners. Smaller \_\_\_\_\_ Hook and eye at waistline \_\_\_\_\_ Closer together \_\_\_\_\_ Reinforced \_\_\_\_\_

Facings. Wider \_\_\_\_\_ Narrower \_\_\_\_\_ More even \_\_\_\_\_ True bias \_\_\_\_\_ Better joining \_\_\_\_\_  
Fitted \_\_\_\_\_ Fewer hand stitches \_\_\_\_\_ Stay stitching \_\_\_\_\_ Use blind hemming \_\_\_\_\_

Gatherings. More rows \_\_\_\_\_ Machine stitched \_\_\_\_\_ Longer stitch \_\_\_\_\_ Shorter stitch \_\_\_\_\_  
Stroked \_\_\_\_\_ More even \_\_\_\_\_ Rows closer together \_\_\_\_\_

Hems. Less conspicuous hem line Avoid pleats, use gathers Narrower  
Wider More even Fullness distributed more evenly Edge stay  
stitched Use blind hemming stitch Edge stay stitched and pinked  
Seam binding used

Lining. Stitched Sewed by hand Slack in hem Slack (center back fold)  
Seams secured to coat seam Blind hemming stitch used

Matching. More accurate

Mitering. More accurate

Pipings. Narrower More even True bias Better joining

Plackets. Less bulky Stitches less conspicuous Lower end stitched

Pleats. More even Stitched

Pockets. Bound and Piped. Edge finishes should be alike Edges narrower  
Corners more square Better finish on wrong side

Patch. Corners even Corners secured firmly Placed more  
accurately

Pressing. Careful pressing needed. Entire garment Seams Other points

Seams.	Shoulder	Armseye	Underarm	Sleeve	Waist and skirt joining	Skirt	Turned more	Narrower	Wider	Carefully	Pressed	Suggest this type

Sleeves. Shoulder pads attached Fullness distributed more evenly Sleeve seam  
stitched before finishing lower end

Stitching. (Hand sewing) Straighter More even Finer thread Farther  
apart Not so tight No knots showing Remove bastings  
(Machine) Straighter Stitches shorter longer more even  
Better tension Finer thread Thread ends secured Thread ends  
trimmed Closer to edge

Tucks. More even

The Massachusetts "4-H Clothing Judging--County Girls' Days--1944" is a good illustration of a summary made of the check sheets "Make Your Best Better--4-H Clothing Construction Judging." A congratulatory letter of this kind coming after the judging sheets have been summarized also includes pertinent suggestions for improvement. This letter refers the club member to the judging sheet which may have been pinned on the article at time of judging--or sent out with the analysis as this letter indicates was done in Massachusetts. This seems to be an excellent "follow-up" technique for fairs.

4-H CLOTHING JUDGING  
COUNTY GIRLS' DAYS - 1944  
(Massachusetts)

To make a dress which one enjoys wearing is an achievement worthy of recognition. Girls who exhibited a dress or other garment in the county clothing contest are to be congratulated. The leaders and mothers who encouraged and taught them should be congratulated also.

Those who had an opportunity to model their garments looked so well-dressed observers may have thought judges had to be hard-hearted to give adverse criticism. However, 4-H girls want to learn how to improve their projects and the judging is done for this purpose.

Checks (✓) on the score cards being returned show a few points where improvement can be made. The enclosed list of comments summarizing the suggestions most frequently made throughout the state are being sent to leaders.

Those who attended 4-H Girls' Days received a grade for the garment, another one for the garment as they modeled it, and last a final placing. The award was presented on the basis of the final placing.

GENERAL COMMENTS

Cost records and laundering tests showing washability of fabric are important in judging economic factors. Good posture influences fit and style. Properly fitted shoulders add to smartness of effect. Many girls need to work on posture. Grooming (hair, skin, nails, clothes) affects appearance. Accessories worn should be appropriate to the occasion for which outfit is to be worn. Dresses made from prints, plaids and checked materials should not be trimmed with edgings or buttons which have decoration competing in interest with the fabric design.

A FEW SUGGESTIONS ON CONSTRUCTION

BELTS - Seam edge should be creased carefully so the underside of belt does not show. This also applies to edges of collars, cuffs, and front facings. Bindings and facings applied to curved edges should be cut on the "true" bias.

BUTTONS - In sewing buttons which have no shank a thread shank is needed.

BUTTONHOLES - Bound or Piped - Buttonhole edges should be the same, either both bound or both piped. Corners which are not square probably have not been clipped close enough to the stitching.

WORKED - Worked buttonholes placed in a horizontal position should have a fan at one end and bar at the other. The fan is made at the outside end. Always use a single thread.

DARTS - Perpendicular darts in front of garments should be turned and pressed toward the center front -- back darts are turned to center back. Darts should taper to within one thread from folded edge.

FASTENERS - Sew neatly and securely. Snap fasteners consist of ball and socket. Ball is usually placed on upper edge and socket on lower. Use hook and eye at waistline. Sew hooks at both end and rings.

FACINGS - Facings such as at neck or front edge of jacket usually require only a very few stitches. Fine, close hemming stitches make conspicuous line on the right side.

GATHERINGS - Machine gathering is preferable. This can be done usually by pulling up the under thread. Sometimes it is necessary to lengthen stitch. Make two rows and adjust gathers so they will be distributed evenly.

HEMS - Fullness is best distributed in gathers rather than pleats. For a more invisible hem in light and medium weight cotton and rayon materials, stay stitch the first turning about 1/8" from the fold and sew with blind hemming stitch.

LININGS - Outer and lining sections need to be basted together with a permanent basting to keep lining and coat from shifting. See p. 27, "Make a Coat". Fold in back should be tacked to hold it in place. "Slack" should be allowed at middle of back, bottom of jacket and bottom of sleeves. Hem lining with blind hemming stitch.

PLACKETS - Fewer slide fasteners have been used this year and more bound plackets have been substituted. Directions are on p. 36, "The Well Dressed 4-H Club Girl." Binding on top side of placket should not show stitches on right side.

PRESSING - Pressing during and after construction makes the finished garment more professional in appearance. Special pressing techniques are necessary for wool garments. See p. 16 and 17, 4-H bulletin.

SEAMS - Press wrong side as well as the right side. Open seams should be pressed open. See p. 27, 4-H bulletin. Armseye seams are more durable if double stitched. Waistline seams may have under and top stitching. Press seam down before top stitching if waist is gathered and skirt smooth. Seams on "first dresses" should be even and neatly trimmed. Edges may be unfinished. Advanced members should work for accuracy and professional effect inside and out.

In wool coats and suits, seam edges often need to be "stepped" and corners clipped to remove extra bulk. "Stepping" means to trim each layer of fabric narrower than the one next to it.

SLEEVES - Stitch sleeve seams before finishing lower end. Cheap ready-made garments often show the reverse order. Fullness at top of sleeve should be distributed evenly. See p. 34, 4-H bulletin.

STITCHING - Machine - Thread ends should be fastened and clipped. See p. 21, 4-H bulletin. Proper adjustment of tension is necessary to make stitch same on both sides of garment.

Hand - Thread should always be used single. Hide knots, if used. Remove all temporary bastings.

### JUDGING

Judging is a basic part of 4-H club work. It is an activity that is carried on at fairs and contests, and should be included in every local 4-H Club's regular activites.

Following are two examples of devices used to develop judging ability at club meetings. The Illinois "Clothing Check Sheet" is planned to be used by 4-H clothing club leaders at the beginning, during, and at the end of the project. It could be adapted so that advanced club members might use it.

The "4-H Clothing Score Card" used in Massachusetts provides an opportunity to judge on a graduated scale, rating from excellent to fair, do some arithmetic, and make comments. All of these features of the score card interest a club member.

### CLOTHING CHECK SHEET

One excellent way to learn about good standards of work is thru the use of a check sheet. Below are listed some of the questions which should be considered. Think about each of the questions in each section both before and after making and assembling the costume. In the final check, mark (✓) each item on which your work meets with good standards. If there are any on which you think you have failed, mark these X.

#### THE GIRL HERSELF

- Does she "wear her clothes well"?
- Does she walk well?
- Does she seem self-possessed?
- Is she well-groomed?

#### THE COLOR AND DESIGN

Sillhouette (The outline or shape of the costume. It is said that costume lines should neither follow body lines closely nor depart radically from them.)

- Is silhouette of design well adapted to its owner's type?
- Does it look as if it "belongs" to her?

#### THE COLOR AND DESIGN ( CON'T )

##### Garment design

- If more than one texture is used, do they look well together (including underwear)?
- Does garment design help owner appear beautifully proportioned?
- Do seams, collar lines, belt, or coat edges break garment into pleasing spaces?
- Is proportion of each of these spaces beautiful?
- Is there a well-developed center of interest?
- Are costume lines simple (avoiding over-decoration)?

### THE COLOR AND DESIGN (CONT)

Fabric design (Includes both texture and pattern. For example, fabrics may be so designed that they are smooth, flat, rough, figured, or plain.)

- Is fabric design appropriate for the occasion?
- Does it look well in this dress pattern?
- Are fabric designs used in the outfit harmonious to each other?
- Does fabric design assist wearer to appear in good proportion?
- If figured, is fabric design well proportioned in size to size of the girl?
- Is texture becoming to the girl?

#### Color

- Does the color accent desirable personal coloring?
- Is color suitable to the occasion?
- Is color harmonious with other colors used (including underwear)?
- Is color harmonious with basic color used in wardrobe?
- Is underwear color neutral enough to be worn with dresses of other colors?

### THE ECONOMIC ASPECTS

- Was this garment needed in the girl's wardrobe?
- Is the design likely to go out of style quickly?
- Does amount of wear it will have justify time spent in making it?
- Will fabric withstand wear it will receive? (Fabrics receiving hard wear should be closely and evenly woven of warp and filling yarns about equal in size.)
- Will this outfit require considerable time or money to keep it in a wearable condition?

### THE WORKMANSHIP

#### Cutting

- Are garments cut correctly? (Lengthwise yarns should be found on center front line, center back line, and down center of sleeve cap, unless true bias has been used. If garment is bias cut, center front and center back should be on true bias.)
- Are skirts of dress and slip wide enough for comfortable sitting and walking?

#### Fitting

- Are shoulders smoothly fitted?
- Are armseye seam lines properly placed? (They should be located at the shoulder joint between arm and shoulder and should not be allowed to drop off on the arm.)
- Is back chest width sufficient to provide ease when arms are moved?
- Does waist have enough ease over bust?
- Are crosswise threads at bust parallel to floor? (If crosswise threads slope downward from center front or back, wrinkles will slant downward toward underarm from bust or shoulder blades.)
- Are crosswise threads across upper arm muscle parallel to floor?
- Are sleeves set correctly? (No wrinkles such as caused by too narrow sleeve cap or insufficient size over upper and lower arm muscles.)
- Does skirt have enough ease over hips?
- Are crosswise threads at the hip parallel to floor? (If crosswise threads slope downward from center front or back of skirt, wrinkles will slant downward toward side seams from center front or back at hips.)
- Does skirt hang well? (Lengthwise threads of material perpendicular to floor at center front and center back.)

#### THE WORKMANSHIP (CON'T)

- Does skirt hang evenly at lower edge?
- Is any part of slip larger than the dress?
- Does pantie crotch fit comfortably?
- Do panties fit smoothly at waist?
- Are panties so fitted that sufficient room is provided for sitting?

#### Construction

- Is workmanship neat?
- Is thread color well matched to garment color?
- Is thread right size? (Thread used for stitching should not make a line of stitching heavier than one of the yarns of the material.)
- Does machine stitching show good tension?
- Is stitching fine enough to look well? (14 to 20 stitches to inch.)
- Are seams suitable to material and garment design? (Strong and yet not bulky.)
- Is seam width adequate for fabric used?
- Is seam finish adequate? (Check particularly on fabrics which ravel readily.)
- Does hem width conform to style and fabric?
- Is hem securely but invisibly fastened?
- Are garments reinforced at points of strain or wear?
- Are fastenings well placed?
- Are fastenings adequate in number?
- Are fastenings securely attached?

4-H CLOTHING SCORE CARD  
Prepared by Marion E. Forbes, Assistant State Club Leader

Contestant's Number \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Address \_\_\_\_\_

Perfect Score	Excel- lent	Very good	Good	Fair	Your Score	Comments
---------------	----------------	--------------	------	------	---------------	----------

THE DRESS		90				
Suitability	5					
Economic factors	5					
Design	5					
Color combination	5					
Individuality	10					
Construction	50					
Cleanliness	5					
Pressing	5					
THE GIRL		20				
Posture and poise	10					
Grooming	10					
DRESS ON GIRL		20				
Becoming colors	5					
Suitable design	5					
Effect of under- garments	5					
Fit	5					
ACCESSORIES		20				
Choice	15					
Originality	5					
GENERAL EFFECT		10				

Total 160

If you wish to figure your approximate numerical score, use this key.

Ex ( 5 ) -- V.G. ( 4 ) -- G. ( 3 ) -- Fair ( 2 )

Ex ( 10 ) -- V.G. ( 9 ) -- G. ( 7 ) -- F. ( 5 )

Ex ( 15 ) -- V.G. ( 14 ) -- G. ( 12 ) -- F. ( 8 )

Construction --- Ex ( 48-50 ) -- V.G. ( 45-47 ) -- G. ( 40-44 ) -- Fair ( 35-39 )

Comments when made are to help you make your best better. Try again next year and see if you can beat your own record.

